MULTIPLEX DYNAMIC SOCIAL NETWORKS – INTERDEPENDENCY OF POSITIVE & NEGATIVE TIES IN ADOLESCENCE

INTRODUCTION / BACKGROUND

- Different kinds of relation may interact:
 Network A affects Network B Network B affects Network A
- Ambigious results for the interaction of positive and negative ties.
 Hardly any research on friendship AND disliking in adolescence.

THEORY

Balance theory (Heider 1946, Cartwright & Harary 1956): Unbalanced relations put strain on people, stress

RESEARCH QUESTION

(How) do positive and negative relations among adolescents affect each other?

DATA

- Class room networks (~3,000 students)
- Data collection 2003/04
- 14 schools in NL, 126 classes
- Different educational levels, regions, school sizes & types
- First class of secondary school (age 12-13 yrs.)
- Longitudinal: four measurements within one academic year
- Positive tie: "best friends in class"

reduction through changing of ties.

HYPOTHESES (TRANSITIVE TRIADS)

Balanced triads are more likely than unbalanced triads.



DESCRIPTIVE RESULTS

TRIAD CENSUS

++T+	89.158	++T-	6.089
+-T-	20.228	+-T+	8.037
-+T-	18.612	-+T+	8.445
T+	8.824	T-	9.530

STABILITY IN %

++T+	42.1	++T-	8.1
+-T-	23.1	+-T+	7.4
-+T-	19.6	-+T+	11.9
T+	14.5	T-	13.3

SUMMARY & DISCUSSION

- Positive and negative ties seem to be interdependent.
- Descriptive and preliminary SIENA results confirm balance theory partly.

• Negative tie: "dislike s.o. in class"

SIENA ANALYSES & META ANALYSIS

POSITIVE TIE AS DEPENDENT

	expected effect	estimate	sd
++T	+	0.24*	0.05
T	+	-0.03	0.0
-+T	-	-0.02	0.0
+-T	-	-0.18*	0.0

NEGATIVE TIE AS DEPENDENT

	expected effect	estimate	sd
T		0.11*	0.05
++T		-0.18*	0.06
+-T	+	0.24*	0.07
-+T	+	0.29*	0.12

controlled for reciprocity, same gender

- Inclusion of more (structural) effects, e.g., homogeneity, necessary.
- Further research needed for the identification of specific mechanisms (other triad constellations).



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